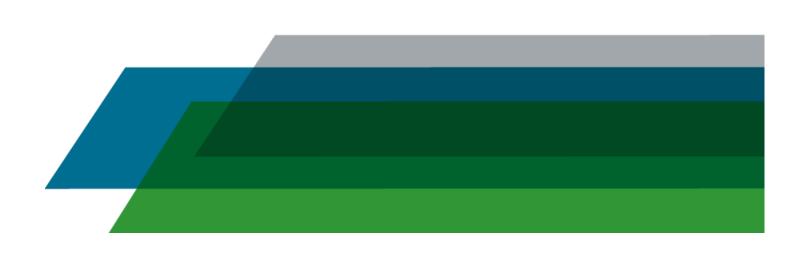# Smarter Balanced Assessment Consortium:

Grade-Level Conventions for Scoring Performance Task Full-Writes

April 2014

Grade K-1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	**Capitalize** • first word in sentence • the pronoun I • names of people • days of the week • months of the year	• Use **end punctuation** for sentences. Use **commas** - • in dates • to separate **single** words in a series.	**Nouns:** • Correctly use singular and plural **nouns** with **matching verbs** in **basic** sentences (e.g., He hops; We hop). **Verbs**: • Correctly use **verbs** to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). **Pronouns:** • Correctly use common personal, possessive, and indefinite **pronouns** (e.g., I, me, my; they, them, their; anyone, everything). **Determiners**: • Correctly use **determiners** (e.g., articles, demonstratives). **Conjunctions**: • Correctly use frequently occurring conjunctions (e.g., and, so, but, so, because)	NA

Grade 2

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words at grade level and below correctly.	**Capitalize** • holidays • product names • geographic names • greetings and closings	Use **commas** • in greetings and closings of letters. Use an **apostrophe** • to form contractions • in [frequently occurring] possessives.	**Nouns**: • Correctly use **collective nouns** (e.g., group). • Correctly use frequently occurring irregular **plural nouns** (e.g., feet, children, teeth, mice, fish). **Verbs:** • Correctly use the **past tense** of frequently occurring irregular **verbs** (e.g., sat, hid, told). **Pronouns:** • Correctly use **reflexive pronouns** (e.g., myself, ourselves).	NA

Grade 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
Correctly **spell -** • **plurals** (e.g., cat to cats, glass to glasses, carry to carries). • words at grade level and below (adding suffixes to bases; using spelling patterns and generalizations)	**Capitalize -** • person's title (e.g., President Smith vs. the president) • titles of books	**Commas:** • in complete address (e.g., 12345 67th Ave., Spokane, WA). • Use **commas** and **quotation marks** in dialogue **Apostrophe:** • in **possessive nouns** (e.g., the dog's house, the dogs' houses).	**Nouns:** • Correctly use **regular and irregular plural nouns.** • Correctly use **abstract nouns** (e.g., childhood) **Verbs:** • Correctly use **regular and irregular verbs** • Correctly use **simple verb tenses** (e.g., *I walked; I walk; I will walk*) **Adjectives/Adverbs:** • Correctly use **comparative** and **superlative adjectives** and **adverbs** **Agreement:** • Correctly use **pronouns** that match a [close] **antecedent*** *(The boy walked his dog)* • Correctly use **subject verb agreement*** (*He has…; They have….)* **Conjunctions:** • Correctly use coordinate (e.g., and, but) and subordinate conjunctions (e.g., because)	• Avoid "**fused**" (e.g., run together, comma splices) **sentences** (e.g., They went to the store they bought groceries.)*

* as appropriate for grade level

Grade 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
• Correctly spell words at grade level and below	• Uses capitalization rules from the previous grades.	**Commas:** • Use **commas** and quotation marks to mark direct speech and quotations from the text. • Use a **comma** before a coordinating conjunction (and, but, for, [n]or, yet, so) in a compound sentence	**Pronouns:** • Correctly use **relative pronouns** (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). **Verbs:** • Correctly use the **progressive** (*e.g., I was walking; I am walking; I will be walking*) verb tenses. • Correctly use **modal auxiliaries** (*can, may, must*) to convey various conditions. **Adjectives:** • **Use conventional patterns to order adjectives** within sentences (e.g., *a small red bag*, not *a red small bag*). **Agreement**: • **Pronouns** and **antecedents** agree (*He brought his dog to school; He and Gary brought their lunch*) • **Subjects and verbs** agree (*My friend and I go to recess together; Sally goes to recess with her friends*) **Frequently Confused Words:** • Use **frequently confused words*** correctly (e.g., to, two, too; their, there, they're; it's, its; your, you're)	• Avoid "**fused**" (e.g., run together, comma splices) **sentences*** • Avoids sentence **fragments*** (e.g., Going into town). • May use purposeful fragments such as "Not us." or in dialogue.

* as appropriate for grade level

Grade 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
• Correctly spell words at grade level and below	• Uses capitalization rules from the previous grades.		**Verbs:** • Correctly uses the **perfect** tense (e.g., *I had walked, I have walked; I will have walked*) • Uses verb tense to convey various times, sequences, states, and conditions. • Avoids inappropriate shifts in verb tense.* **Conjunctions**: Use **correlative conjunction** (e.g., *either/or, neither/nor*) **Agreement**: • **Pronouns** and **antecedents** agree *(He brought his dog to school; He and Gary brought their lunch)* • **Subjects and verbs** agree *(My friend and I go to recess together; Sally goes to recess with her friends)* **Frequently Confused Words:** • Uses **frequently confused words*** correctly	• Avoid "**fused" sentences*** (e.g., run together, comma splices) • Avoids sentence **fragments*** (e.g., *Going into town*). • May use purposeful fragments such as "Not us." or in dialogue.

* as appropriate for grade level

Grade 6

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words at grade level and below correctly.	• Uses capitalization rules from the previous grades.	**Comma, parenthesis or dash** • to set off nonrestrictive/ parenthetical information (e.g., appositives, explanatory phrases/clauses such as *Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her*)*	**Pronouns:** • Correctly uses pronoun case (**subject, object, possessive)** • Correctly uses intensive pronouns (e.g., myself; ourselves) • Avoids inappropriate shifts in pronoun number and person* • Avoids vague or ambiguous or unclear pronoun references* **Verbs:** • Avoids inappropriate shifts in verb tense.* **Agreement**: • **Pronouns** and **antecedents** agree (*Everybody* wants *his or her* own book bag VS *They* all want *their* own book bags) • **Subjects and verbs** agree (*People* who forget the words just *hum* the tune) **Frequently Confused Words:** • Uses **frequently confused words*** correctly	• Avoids "**fused**" sentences* • Avoids sentence **fragments*** • May use purposeful fragments.

* as appropriate for grade level

Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words at grade level and below correctly.	• Uses capitalization rules from the previous grades	**Comma**: • Uses a **comma** to separate **coordinate adjectives** (*e.g., It was a fascinating, enjoyable movie* but not *He wore an old, green shirt.*) **Comma, parenthesis or dash** to set off nonrestrictive/ parenthetical information* (e.g., appositives, explanatory phrases/clauses such as *Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her*)	**Phrases:** • Avoids misplaced or dangling modifiers **Pronouns** • Avoids inappropriate shifts in pronoun number and person* • Avoids vague or ambiguous or unclear pronoun references* **Verbs:** • Avoids inappropriate shifts in verb tense* **Agreement**: • **Pronouns** and **antecedents** agree *(Everybody wants his or her own book bag VS They all want their own book bags)* • **Subjects and verbs** agree *(People who forget the words just hum the tune)* **Frequently Confused Words:** • Uses **frequently confused words*** correctly	• Avoids "**fused**" **sentences*** • Avoids sentence **fragments*** • May use purposeful fragments.

* as appropriate for grade level

Grade 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words at grade level and below correctly.	• Uses capitalization rules from the previous grades	**Comma, Ellipsis, Dash:** • To indicate a pause or break Ellipsis (…): • To show omitted words) **Comma, parenthesis or dash** to set off nonrestrictive/ parenthetical information*	**Verbs:** • Correctly uses verbs in the **active and passive voice.** • Correctly uses verbs in the **indicative, imperative, interrogative, conditional, and subjunctive mood**. • Correctly uses consistent and appropriate **voice** and **mood** (e.g., passive vs. active voice; conditional and subjunctive) • Avoids inappropriate shifts in verb tense* **Pronouns:** • Avoids inappropriate shifts in pronoun number and person* • Avoids vague or ambiguous or unclear pronoun references* **Agreement**: • **Pronouns** and **antecedents** agree (*Everybody* wants *his or her* own book bag VS *They* all want *their* own book bags) • **Subjects and verbs** agree (*People* who forget the words just *hum* the tune) **Frequently Confused Words:** • Uses **frequently confused words*** correctly	• Avoids "**fused**" sentences* • Avoids sentence **fragments*** • May use purposeful fragments.

* as appropriate for grade level

HIGH SCHOOL

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words that are at or up to two grades below grade level, including frequently misspelled words, correctly	• Uses capitalization rules from the previous grades	**Semicolons:** • Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test) • Uses semi-colon between two independent clauses **Colons**: • Uses a colon to introduce a list or quotation. Hyphens: • Follows hyphenation conventions. **Comma, parenthesis or dash** to set off nonrestrictive/ parenthetical information*	**Parallel Construction:** • with single words (e.g., **verbs** particularly in informational and technical writing (~ parallel: *A scientist observes, hypothesizes, and analyzes*. VS ~ not parallel: *A scientist observes, hypothesized, and analyzed*) • with **clauses** (~ parallel: *The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises*. VS ~ not parallel: *The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm up exercises*). • with **phrases** (e.g., infinitive) ~parallel: *Jamillah likes to hike, swim, and ride a bicycle.* **~not parallel**: *Jamillah likes to hike, to swim, and rides a bicycle*). **Verbs**: • Avoids inappropriate shifts in verb tense* **Pronouns:** • Avoids inappropriate shifts in pronoun number and person* • Avoids vague or ambiguous or unclear pronoun references* **Agreement**: • **Pronouns** and **antecedents** agree* (The teacher told each student to turn in his or her papers; The teacher told the students to turn in their papers) • **Subjects and verbs** agree* (*Neither the coach nor the player is going to the banquet; None of us wants a second helping of pie; None of the pie is left*) **Frequently Confused Words:** • Uses **frequently confused words*** correctly	• Avoids "**fused**" **sentences*** • Avoids sentence **fragments*** • May use purposeful fragments.

Smarter Balanced – Conventions Chart – April, 2014